DOCUMENT RESUME

ED 460 415 EA 027 080

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TITLE Developing Holistic Leadership: A Program Description.
PUB DATE 1992-10-31
NOTE 27p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992). Addendum described in paper is not available from ERIC.
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; *Cognitive Style; *Curriculum Design; Graduate Study; Higher Education; *Holistic Approach; Intuition; *Leadership Styles; Personality Traits; Psychometrics

ABSTRACT

Creative leadership calls for leaders to make full use of the analytical as well as the intuitive mind. This paper argues that leadership-preparation programs must therefore provide opportunities for the development of the leader's potential. The paper describes a pilot program implemented by the Department of Educational Leadership and Cultural Studies at the University of Houston (Texas). The program used a holistic curriculum approach, with a focus on individual development. Data were gathered from 5 diagnostic tests administered to the 15 students who completed the first pilot program, analysis of students' personal belief statements, and an evaluation of students' leadership behaviors. Examples of student profiles are presented to illustrate the link between individual cognitive patterns and leadership styles. Compared to more traditional delivery systems, a holistically designed preparation program offers greater opportunities for: (1) learning material of personal relevance; (2) developing proactive learning; (3) developing the capacity to visualize; and (4) fostering greater awareness and appreciation of others. One figure and 3 tables are included. (LMI)

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ED 460 415

Developing Holistic Leadership:

A Program Description

by

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Presented to the
1992 UCEA Convention
Minneapolis, Minnesota
October 31, 1992

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Introduction

Rothenberg (1979), in his classic work The Emerging Goddess, declares creativity to be "the magic synthesis." It is, he states, the emerging of two seperate, or opposite, entities to create a wholeness more dynamic than its separate parts. Leadership, in its creative sense, is likewise a blend of opposites. It is a merging of the intuitive with the rational which results in, not only an idea or image of a better way, but a structured plan of operation for its implementation.

In our current educational society, more and more the school principal is being called upon to be the creative leader- the visionary catalyst for needed change. Universities face a major challenge to prepare tomorrows' leaders to occupy their rightful place as leaders of a productive and innovative society.

Creative leadership calls for effective leaders to make full use of the analytical as well as the intuitive mind. Leadership preparation programs, therefore, must provide opportunties for the full development of the leader's potential. As John Gardner (1963) suggests, individuals have not fully developed their potentialities because the circumstances of their lives never called them forth. It is the visionaries he believes who:

..."look forward to an endless and unpredictable dialogue between (their) potentialities and the claims of

life- not only the claims (they) encounter but the claims they invent"(p.11).

PREP: Principals' Reflective, Experiential Preparation Program

In 1989, under the umbrella of the Danforth Foundation, the Department of Educational Leadership and Cultural Studies at the University of Houston embarked upon a pilot program with the primary challenge of improving the leadership potential of selected students who aspired to be school principals. The program sought to accomplish this mission through various avenues which included: district level selection and sponsorship, an individualized approach to curriculum, diagnostic/prescriptive approaches, field based experiences, mentorships and guided internships. The program had as a major thrust the development of individual potential through a holistic approach to curriculum.

Within the first cycle of this pilot, a total of 15 students completed the program. This paper will discuss the pilot efforts by focusing on this cycle of students only. Two additional cycles followed and many of the more successful features of the original pilot have now been incorporated into the total program efforts in the department.

Purpose of Paper

The purpose of this paper is two fold. First, it is presented to provide a description of a process for preparing school principals which is holistic in its approach and which centers around knowledge and development

of the self in conjuction with knowledge and development of theoretical content and application of skills.

Secondly, it is designed to provide some descriptive data of the students to assist the reader toward greater understanding of how the curriculum content might be adapted to individual development. Descriptive data of individual and group assessments on a variety of diagnostic instruments will be discussed. In addition, four case studies will be presented to provide a more precise picture of individual needs and to demonstrate how the curriculum plan might unfold

Procedures

The PREP students (N=15) were given a battery of diagnostic tests which included :

1) Myers-Briggs Type Indicator(MBTI)

2). Herrmann Brain Dominance Instrument (HBDI)

3). Kolb Learning Styles Inventory

4). Hall Tona Inventory of Values

5). Strong Campbell Interest Inventory

In addition, all students were provided an extensive evaluation of generic leadership behaviors in a two day assessment by the Metro-Houston Principal Assessment Center (NASSP). During that process, students were evaluated on the basis of a number of dimensions clustered into four main categories:1) Administrative Skills, 2) Interpersonal Skills, 3) Communication Skills and 4) Other. The reader is

referred to Appendix A for a detailed description of each of the skill dimensions.

Finally, all students were requested to write An Autobiography of the Future in which they discussed their personal beliefs and ideas relative to an administrative position five years in the future.

Data from the Myers-Briggs Type Indicator (MBTI) and the Herrmann Brain Dominance Instrument (HBDI), as well as NASSP Assessment Center data and excerts from the student autobiographies, will be considered in this paper. Descriptive data will be shared in the form of frequency tabulations and comparative charts for the purpose of providing the reader some understanding of the PREP students both individually and collectively. Autobiographical excerpts will be included as a qualitative reflection on the descriptive data presented. Data from the four individual case studies will be presented in totality.

MBTI: The MBTI is based on the work of Carl Jung (1923). Style is represented by 16 types which represent innate orientation, attitude and function preferences. An individual's orientation to life may be either outwardly directed (extraversion) or inwardly directed (introversion). Attitude toward life may be planned and structured (judgment) or open and spontaneous (perception). Functions relate to perceiving the world and forming judgements relative to what is perceived. Perception may be based on concrete reality (sensing) or it may be more abstract and

relational (intuitive). Judgments may be made either on the basis of an analysis of factual data (thinking) or an analysis of the personal values placed on an issue (feeling). Individual style is composed of a cluster of four preferences with one being the dominant, or governing preference for the personality. Appendix A containes the 16 cluster types and a brief explanation of the characteristics displayed.

HBDI: The HBDI is a metaphorical representation of brain dominance. It represents a three dimensional picture of dominance by considering both the limbic as well as the cerebral brain regions. Dominance is viewed as hemispheric along two separate planes. This results in the following quadrant arrangement:

1) cerebral left: analytical, logical style
2) limbic left: organized, conservative style
3) cerebral left: creative, conceptualizing style
4) limbic right: interpersonal, sensitive style

Each quadrant of the HBDI receives a dominance score of 1 (signifying primary dominance), 2 (signifying secondary dominance, or 3 (indicating minimal use). These scores are assigned on the basis of the scale-score cut-off points for each quadrant: (67-100=1; 34-66=2; 2-33=3). Figure 1 gives a graphic representation of the model and outlines the major characteristics of each style.

I. The Curriculum:

A Diagnostic/Prescriptive Approach

Step 1: Diagnosis

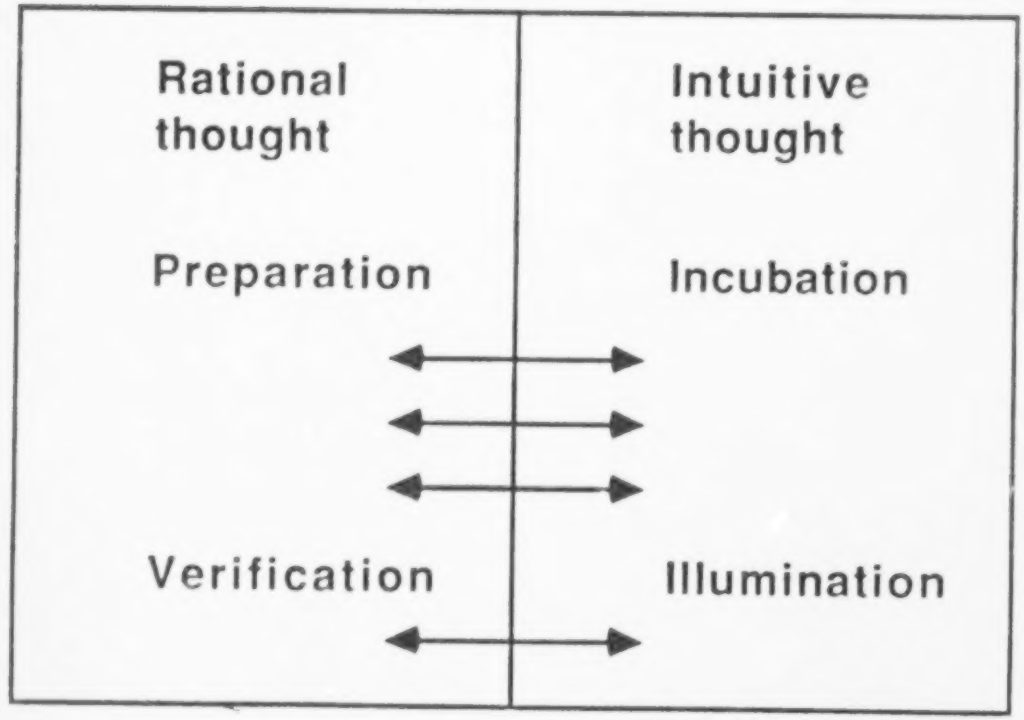
The PREP Program began with diagnosis which provided the students with various opportunities to become aware of their uniqueness and to consider how personality variables and thought process are played out in one's leadership behavior. In addition, an indepth examination of students' personality and cognitive processes provided a deeper understanding and appreciation of the differences in others.

The opportunities for personal reflection through this approach enabled students to identify their own strengths and to note areas in need of further development.
It was not intended through this process that students conform to a "one best style" or that they change their innate nature. It was designed, rather, to allow them opportunities for self understanding which would lend personal relevance to learning. At the same time, they were provided opportunities for developing thought processes, or personality characteristics which they might have previously neglected. The curriculum philosophy was compatible with Messick's (1984:69) view of style enhancement; he states:

> By increasing student awareness of cognitive styles and their impications...we might expand student purviews about the range of alternative thinking strategies....By so doing we increase the student's repertorie and the likelihood that strategies, even stylistically uncongenial ones, will be selectively and appropriately applied as a function of varied task requirements.

It was further intended that students become cognizant of their own thought patterns relative to the four stages of Creative Leadership Development (See Figure 2) that they

CREATIVE LEADERSHIP PREPARATION MODEL



1. What?
Theory

2. How?
Practice

3. Why?
Reflection

4. If?
Creation

Norris, 1990

would experience as the program unfolded. Those stages, adapted from Wallas'(1976) model of creative thinking, include: 1) Preparation, 2).Incubation, 3).Illumination and 4). Verification.

Students were guided to identify patterns of behavior exhibited in leadership-behavior assessments (i.e. NASSP Assessment Center) and to become cognizant of the underlying thought patterns which could conceivably contribute to that behavior. Table I demonstrates such connections and will be discussed more fully later in the paper.

Step 2: Prescriptive Planning

Each student's personal pathway to development centered around an individually designed IEP (Individual Educational Plan). The plan, jointly developed by the student, a university mentor and a field based mentor, considered the following questions:

1) What are my unique strengths?
2). How can I capitalize on those strengths in designing my leadership preparation program?
3). How can I use my cognitive strengths to the best advantage?
4). What behavioral skill dimensions need attention (i.e. organizational skills, problem analysis, leadership,etc.)?
5). What underlying cognitive processess might be affecting my behavior?

6). How can my program be designed to foster greater development of areas I identify for focus?

Mentors guided the students in designing a program with a suitable blend of theoretical and field based experiences. Long and short range goals provided a structured accountability procedure.(See Appendix B for the IEP Format).

Step 3: Curriculum Design

The curriculum format for the PREP Program centered around the notion of creative thought and the stages through which individuals must proceed as they seek to identify problems, formulate visions for improvement and design plans to accomplish those changes. The dual nature of human thought served as a vehicle for understanding the interplay between the origination of an idea and its ultimate development. Assimilating DeBono's (1971) notion of vertical thinking as a sequential, step by step process which facilitates problem solving and lateral thinking as a holistic process concerned with the origination of ideas, the curriculum was designed around a metaphorical notion of hemisphericity. Vertical thinking was represented as a left-brained mode; whereas, lateral thinking was characterized as right-brained (Herrmann,1981).

These cognitive processes, though quite opposite in nature, were shown to complement and reinforce each other. Creative thought was represented as a whole-brained process

which requires a continual alteration between the separate thought processes (Herrmann,1981). At the same time, these thought processess proceeded through a series of stages in the creative process (Wallas, 1926). These stages proceed in the following way: 1) during the preparation stage, data is gathered and knowledge is extended; 2) incubation provides an opportunity for possibilities to emerge subconsciously; 3) illumination represents a "sudden knowing" when the vision or possibilty takes form and; 4) verification enables the creator to analyze ideas for relevance and appropriateness as well as to begin the process of designing a plan of action for the idea's fruition (Wallas, 1926).

As demonstrated in Figure 2, preparation and verification were represented in the Prep curriculum as analytical processes while incubation and illumination were shown to be in the realm of intuitive thought. The model facilitated a holistic development process through a combination of theory, field experience, relection, and action. As shown, each stage in the process centered around a major foci, or question, designed to guide students' thinking. A description of this process follows:

Preparation: What? How?

The beginning stage of the curriculum was directed toward preparation and rational thought. Students were introduced to the theoretical principles of the educational system and the broad culture in which that theory is practiced. Program design revolved around couse work,

seminars, independent study and field observations. Students were encouraged to examine their field experiences in relation to the accepted theory/value base. It was intended that field experiences not take on the uniform of perpetuating the "status quo". Students were guided to examine reality and to question practices which seemed less than appropriate. They were likewise encouraged to examine theoretical frameworks in light of changing conditions.

Incubation: Why?

During this reflective stage, students were encouraged to explore new pathways and to excape old ideas and *truths* no longer appropriate. They were challenged to trust their own intuitive thoughts. Opportunities for reflection were provided through the keeping of journals, interactive peer discussions, and reflective seminars. Figure 3 provides a format used to connect planned seminars, field experiences and reflection sessions. Additional opportunities for reflection were provided through counseling with university and field based mentors.

Illumination: If?

Students were encouraged to conribute their own ideas and visions of the future. Each internship centered around a leadership project in which the student had an opportunity to conceptualize his/her vision based on the identification of a problem issue. Figure 4 gives an outline (based on the creative leadership model) of this procedure. Each step of the internship plan mirrored a stage of the creative

process. In addition to the leadership projects, students were involved in brainstorming sessions and developed concept papers related to important issues; such as, the funding patterns of special programs in the State of Texas and involvement in effective schools evaluation projects in local districts.

Verification: How? What?

In this final stage the students evaluated their leadership projects and or visions. In an analytical fashion they examined their ideas to determine relevancy and to construct workable plans for implementation. At the same time they evaluated their idea according to the following :

1) Is my vision consistent with the greater vision, or mission of education?
2) Does it promote or hinder actualization of that mission?
3. Is my vision consistent with my own value system and the educational platform that I espouse?

Summary and Conclusions

A preparation program designed in this manner has several advantages over more traditional delivery systems. First, it places the student in the center of the learning process and offers opportunities to connect learning in a personal way. Personal relevance encourages personal development.

Secondly, as the individual develops, a proactive stance is encouraged. The learner begins to question the relevancy of current practices and to exercise initative in the improvement of the system.

Third, future leaders develop more fully their innate capacity to visualize. As they gain greater understanding of their own thought process and practice their own "visioning", they perfect their ability to conceptualize new pathways for the improvement of future educational systems.

Finally, personal awareness fosters a greater awareness and appreciation of others. Future leaders become cognizant of the unique gifts of various individuals within an organization and develop their capacity to inspire and promote the development of the individuals and organizations they will one day lead.

An administrative preparation program of this type is not designed to perpetuate existing practices nor to promote reckless change. Its goal is to foster the development of reflective leaders who will face their future challenges with responsibility and courage.

DATA ANALYSIS

Dominance Comparisons Relative to NASSP Strengths

Table I presents the collective data of the 15 Danforth students. Students were given an identifying number and their profiles are arranged according to their dominant function on the Myers-Briggs Type Indicator. Their dominant functions are:

1) Sensing: Students 1 and 2
2) Thinking: Students 3,4,5,10 and 13
3) Feeling: Students 6,7,14 and 15
4) Intuition: Students 8,9,11 and 12

In comparing the MBTI with students' greatest strengths on the NASSP assessment, there is a definite pattern of strengths relative to dominant function. Students with a dominance in thinking scored highest on Decisiveness (5 out of 5) followed by Problem Analysis (4 out of 5). The same pattern is true of sensing dominant students. They scored highest on Decisiveness (2 out of 2) followed by Problem Analysis (2 out of 2). Intuitive students, on the other hand, scored highest in Leadership (3 out of 4). Personal Motivation, Range of Interest or Sensitivity were second choices for this group. Those students with feeling dominance failed to show a particular pattern of strengths common to their group.

Viewing the group as a whole, a total of 12 of the 15 showed a preference for the attitude of judgment over

Table 1

DANFORTH STUDENT PROFILES
UH-PREP: 1989
N=15

#	R.	MBTI	HBDI	NASSP ASSESSMENT
*1.	W	ISTJ	1122	Decisiveness.....(v.H) Stress Tolerance.....(v.H) Problem Analysis.....(H) Judgement.....(H) Leadership.....(H) Sensitivity.....(H) Educational Values.....(H) Oral Communication.....(H) Written Communication.....(H)
2.	H	ISFJ	2112	Decisiveness.....(H) Problem Analysis.....(H) Stress Tolerance.....(H) Oral Communication.....(H)
3.	W.	ESTJ	2111	Decisivess.....(H) Problem Analysis.....(H) Judgment.....(m.H)
4.	H	ESTJ	NA	Decisiveness.....(m.H) Educational Values.....(m.H)
5.	W	ESTJ	1122	Decisiveness.....(v.H) Problem Analysis.....(H) Judgment.....(H) Organizational Ability....(H)
6.	W	ESFJ	2112	Decisiveness.....(v.H) Judgment.....(H)

				Organizational Ability....(H)
7.	W.	ESFJ	2112	Decisiveness.....(v.H) Problem Analysis..... (H) Judgment..... (H) Written Communication.....(H)
8.	B.	INTJ	NA	Leadership.....(v.H) Personal Motivation.....(v.H) Problem Analysis.....(H) Judgment.....(H) Educational Values.....(m.H)
*9.	W	INTJ	1122	Leadership.....(v.H) Personal Motivation.....(v.H) Decisiveness.....(H) Problem Analysis.....(H) Judgment.....(H)
10.	W.	INTP	1121	Decisiveness.....(v.H) Problem Analysis.....(v.H) Judgment.....(H) Organizational Ability.....(H) Leadership.....(H) Stress Tolerance.....(H) Written Communication.....(H)
11.	W.	ENTP	3111	Leadership..... (v.H) Range of Interest.....(v.H) Problem Analysis..... (v.H) Organizational Ability....(H) Decisiveness.....(H) Sensitivity.....(H) Stress Tolerance.....(H) Personal Motivation.....(H) Oral Communication.....(H Written Communication.....(H)
12.	B.	ENFP	2211	Sensitivity.....(H) Stress Tolerance.....(H) Decisiveness.....(H) Oral Communication.....(H)

				Range of Interest.....(H) Personal Motivation.....(H)
13.	W.	ENTJ	1111	Decisiveness.....(v.H) Problem Analysis.....(H) Organ. Ability.....(H) Range of Interest.....(H) Personal Motivation.....(H)
14.	W.	ENFJ	3111	Moderate Skills in all areas
15.	W.	ENFJ	3111	Leadership.....(H) Personal Motivation.....(H)

KEY

*..... Denotes males

#.....Student Number
R.....Race: White, Black, Hispanic
MBTI.....Myers Briggs Type Indicator

HBDI.....Herrmann Brain Dominance Instrument

NASSP....National Association of Secondary School Principals' Assessment Center

SCORES:
V.H.....Very High
H.....High
m.H.....Moderately High

perception. This may have contributed to the high scores in Decisiveness for the total group (10 out of 15 scored either highest or in the high range on Decisiveness). It is interesting to note that no student with a dominance in thinking received a high score in Sensitivity although high scores were received by 3 of the 4 students with a dominance in intuition.

Dominance Compared on Two Instruments

A comparison of the dominance scores in the upper left quadrant of the HBDI were made with the MBTI (function dominance) as shown in Table 2. All students with HBDI primary dominance in logical thinking were identified as having a dominant function in thinking on the MBTI. Seven of the 8 students exhibiting a secondary dominance, or avoidance pattern, on HBDI logical thinking were classified as dominant in intuition, or feeling, on the MBTI.

Table 3 compares the results from the HBDI on measurements of dominance in the upper right intuitive/visionary quadrant with the dominant function of the MBTI. A total of 6 of the 7 students with a HBDI dominance in the upper right quadrant were intuitive. In addition 6 of the 7 were extraverted indicating the need to exercise their intuitiveness in the outer world. Of the students showing secondary dominance in this quadrant, 4 or the 5 were sensing, or more concerned with the concrete reality rather than possibilities and ideas.

Table 2

HBDI DOMINANCE COMPARED TO MBTI DOMINANCE
UPPER LEFT QUADRANT; LOGICAL/ANALYTICAL
N=12

Student #	Scaled Score	MBTI*	
10	98	INTP	
9	95	INTJ	Primary
5	90	ESTJ	Dominance
13	68	ENTJ	
3	66	ESTJ	
6	65	ESFJ	Secondary
12	60	ENFP	Dominance
2	59	ISFJ	
7	45	ESFJ	
14	33	ENFJ	
11	33	ENTP	Avoidance
15	29	ENFJ	

*MBTI: Bold letter denotes dominance

Table 3

HBDI DOMINANCE COMPARED TO MBTI DOMINANCE
UPPER RIGHT QUADRANT: INTUITIVE/VISIONARY

Student #	Scaled Score	MBTI*	
15	119	ENFJ	
12	113	ENFP	
11	111	ENTJ	Primary
13	89	ENTJ	Dominance
3	87	ESTJ	
14	71	ENFJ	
10	68	INTP	
9	65	INTJ	
6	62	ESFJ	
5	60	ESTJ	Secondary
2	56	ISFJ	Dominance
7	41	ESFJ	

*MBTI: Bold letter denotes dominance

Dominance and Functional Preference Reflected in Expressed Values

In an attempt to clarify how the declared dominant function of students might be exhibited in their values and/or choices, the Autobiographies of the Future were examined for comments reflecting the designated orientation. Comments are presented in groupings according to the student's dominant function (S,N,T,F) and preferred attitude (J or P).

SJ (Sensing-Judgment):

7... "The discipline matter is a burden to administrators because teachers do not want to deal with it. They do not want to follow the procedures outlined in House Bill 13. Teachers will have to be trained to use assertive discipline. Teaching them to be fair and consistent and to follow a school discipline plan will be an ongoing problem."

#2..."Providing smaller classes, working with the counselors and teachers to extablish effective 'parent nights' and encouraging teachers to employ a variety of teaching strategies that target all learning styles and actively engage students in their learning may teach these students to deal with their problems."

T (Thinking)

#9..."All students work toward peak performance. Collective goals are determined through the high expectations of each group. These goals are measurable, reasonable and attainable. In this framework for

establishing goals, there must be a method for gathering data from many sources and then compiling it into a form that can be expressed in terms of expectations."

10..."The state has said that we can and we will educate all students and it now appears that with the refinements in the school reform package that we are finally fulfilling the promise of the eighties. At issue now are how to assess the effectiveness of programs in critical thinking and information processing at the state level."

TJ (Thinking-Judgment):

#4..."In the area of supervision I will definitely see to it that all employees understand what is expected of them and make them understand that if it is not done as per the objective set out in writing, they will be written up and reprimanded according to board policy."

FJ (Feeling-Judgment):

#6..."I believe that what makes good teachers is not only their knowledge or methods but the beliefs they hold about children, themselves, their goals, purposes and teaching tasks. Giving teachers more understanding and building up their confidence to experiment is one way to develop more innovative teachers."

#15..."I see the release of human potential as my major goal. I must guide the shift from teacher-directed classrooms to student-centered areas of learning. Just as I wish my staff to view me as facilitator rather than dictator, I wish my classrooms to be places where teachers

and students learn together. A feeling of self-worth will better allow the students and staff in my school to meet the challenges of our world."

NP (Intuitive-Perceptive):

#12..."We as educators, must attack the challenges of society by aiming the future teachers, politicians, doctors, attorneys, other professionals, paraprofessionals and workers with the courage and skill to create- no matter what the occupation. We as educators, must mold students into brilliant individuals because as Cicero wrote, "Vivare Este Cogitare" (To think is to live). If a student is taught that learning is contagious, one idea will spark another."

Case Studies

An addendum to this paper contains four case studies presented for the reader's greater understanding of the interplay of all diagnostic information contained in a student's diagnostic profile. These four case studies represent four unique styles with varying strengths and weaknesses. They were selected to demonstrate the great need to individualize preparation programs in order to maximize the potential of all leadership styles.

Concluding Remarks

These data demonstrate how intricately interwoven an individual's style and cognitive thought patterns are with the type of school leader that person will become. There exists in all humans the capacity to become far more than

they are. To separate the self from the learning experience is to miss a unique opportunity to assist future leaders in developing the potential that is uniquely their own.